DOCUMENT RESUME

ED 331 947 UD 028 087

AUTHOR Stevenson, Zollie, Jr.
TITLE Progress Report on Three Chapter 2 LEA Funded Programs: SY 1989-90. School-Library Resources. The Educational Technology Instructional Television Fixed Services Program. Gifted/Talented Educational Program.
INSTITUTION District of Columbia Public Schools, Washington, D.C.
PUB DATE Sep 90
NOTE 19p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academically Gifted; *Educational Television; Elementary Secondary Education; *Evaluation Problems; Federal Programs; Library Equipment; *Online Systems; *Reference Services; *Special Education; Urban Schools
IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

This document reports on the evaluation of the following three programs in Washington (District of Columbia) schools funded under Chapter 2 LEA (Local Education Agency) during the 1989-90 school year: (1) the School-Library Resources Program; (2) the Educational Technology Instructional Television Fixed Services Program (ITFS); and (3) the Gifted/Talented Education Program. The School-Library Resources Program focused on acquiring and implementing NEWSBANK, a microcomputer CD-ROM-based system providing access to information in over 400 newspapers, in 18 senior high schools. The overall impact of NEWSBANK on student achievement could not be assessed because the equipment did not arrive until the end of 1989-90. However, limited statistical data from the pilot project site indicated a high amount of student use. ITFS focused on improving the use of instructional television (ITV) to support the Competency-Based Curriculum (CBC), in-service teacher education, and production of live mathematics tutorial programs for grades 4-12. Problems with collecting statistical data at most sites prevented a clear assessment of program impact. The Gifted/Talented Education Program focused on coordinating programs at all junior high schools. Program impact could not be linked to measurable outcomes. Statistical data are presented in four tables. (FMW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED381947

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

PROGRESS REPORT ON THREE CHAPTER 2 LEA FUNDED PROGRAMS: SY 1989-90

SCHOOL-LIBRARY RESOURCES

THE EDUCATIONAL TECHNOLOGY INSTRUCTIONAL TELEVISION FIXED SERVICES PROGRAM

GIFTED/TALENTED EDUCATION PROGRAM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Zollie Stevenson, Jr.
D.C. Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Andrew E. Jenkins III
Superintendent of Schools
Chief State School Officer

September 1990

BEST COPY AVAILABLE

VO 028 087

District of Columbia Public Schools

PROGRESS REPORTS ON THREE CHAPTER 2 LEA FUNDED PROGRAMS: SY 1989-90

SCHOOL-LIBRARY RESOURCES

THE EDUCATIONAL TECHNOLOGY INSTRUCTIONAL TELEVISION FIXED SERVICES PROGRAM

GIFTED/TALENTED EDUCATION PROGRAM

Office of Educational Accountability
and Planning

Gilbert L. Hoffman
Director (Acting)

Research and Evaluation Branch

Zollie Stevenson, Jr.
Director

Prepared by:

Zollie Stevenson, Jr.

September 1990

TABLE OF CONTENTS

Progress Reports on Three Chapter 2 LEA Funded Programs: SY 1989-90 1

School-Library Resources 1

Introduction 1

Stated Objectives 2

How SY 89-90 Funds Were Spent 2

Circumstances Impacting on Program Impact 2

Assessment of SY 89-90 Program Impact 2

Program Impact in an Existing Pilot Site 2

Recommendations 3

Educational Technology: Evaluation of the Instructional Television Fix Service (ITFS) System 4

Introduction 4

Stated Objectives 4

How SY 89-90 Funds Were Spent 5

Circumstances Impacting on Program Implementation 5

Assessment of SY 89-90 Program Impact 5

Summaries Provided by ITFS Coordinator 6

Video Evaluation/Selection Procedures 6

ITFS Broadcast Schedule 6

TABLE OF CONTENTS (Continued)

Daily Viewing Log 6

ITFS Broadcast/Cable Viewing Schedule 6

In-Service Training 6

Programming/Production 7

Additional ITFS Schools Added 7

Feedback from Users 7

Program Impact in Two Existing Pilot Sites 7

Recommendations 8

Gifted/Talented Education Program 9

Introduction 9

Stated Objectives 9

How SY 89-90 Funds Were Spent 9

Circumstances Impacting on Program Impact 10

Assessment of SY 89-90 Program Impact 10

Program Impact in an Existing Pilot Site 13

Recommendations 13

PROGRESS REPORTS ON THREE CHAPTER 2 LEA FUNDED PROGRAMS: SY 1989-90

During School Year (SY) 1989-90, plans were made to evaluate the status of seven District of Columbia Public School (DCPS) Chapter 2 LEA-funded projects/programs. Assessment of three programs/projects are presented in this document:

1. School-Library Resources Program

2. The Educational Technology Instructional Television Fixed Services Program

3. Gifted/Talented Education Program

Progress reports were developed using the following approach: First, project/program descriptions and objectives submitted in the SY 1989-90 Chapter 2 Program Guide were reviewed by Research and Evaluation Branch staff to determine the project plan. Secondly, preliminary discussions were held with each program/project manager during January 1990 to discuss the evaluation/assessment approach. Next, a request for data in support of the original program/project plans was made along with any explanations for deviation from the original plan, and lastly, an assessment of the extent to which monies were spent for the intended purpose is explored and explanations for variance in expenditures/program implementation assessed.

A brief introduction is provided for each program to set the stage for the assessment section.

SCHOOL-LIBRARY RESOURCES

Introduction

The School-Library Resources Program was funded to provide additional instructional and educational materials to school media centers. The focus of this program during SY 1989-90 was on the purchase and use of the information storage and retrieval system, **NEWSBANK**, at the senior high school level. The program guide indicates that **NEWSBANK** is a microcomputer-based CD-ROM-based program that provides materials access to over 400 newspapers. The program enables computerized topic/literature searches to be conducted onsite and copies of articles printed in those newspapers to be secured. In addition to providing senior high schools with computer equipment and software, the program plan was structured to provide staff development to library media specialists and introduction of the **NEWSBANK** program at each senior high school. Expected outcomes were:

1. greater use by students of senior high school media centers

2. improved student achievement and

3. changes in student attitudes towards library services.

The progress report on the School-Library Resources Program is presented below.

Stated Objective

Given additional funding for **NEWSBANK**, senior high school library media specialists will be able to provide students/staff with needed information for class assignments, research projects and personal interests as evidenced by records of use and increased circulation.

How SY 89-90 Funds were Spent

Requisitions to purchase **NEWSBANK**-related hardware and software were submitted to the DCPS Procurement Office during the Fall of 1989 for 18 senior high schools. Eighty-four percent ($112,859) of Chapter 2 funds allocated for School-Library Resources was spent for other than personnel services (e.g., computer-compact disk equipment, publications, office supplies, etc.). Sixteen percent ($20,809) was spent on personnel and benefits.

Circumstances Impacting on Program Implementation

Requested materials did not arrive until the end of SY 1989-90, too late to set up the program in new sites, thus **NEWSBANK** was not installed in the 18 senior high schools during that school year. **NEWSBANK** should be up and running at the beginning of SY 1990-91.

Assessment of SY 89-90 Program Impact

The overall impact of **NEWSBANK** on student achievement, interest in using the media center, and attitudes about using the media center cannot be assessed at this time due to the late receipt of procured program materials.

Program Impact in an Existing Pilot Site

The **NEWSBANK** computerized search and retrieval program was implemented, on a pilot basis, at Woodrow Wilson Senior High School during SY 1988-89. In-service training was provided to teachers and students on how to use **NEWSBANK**. Data are provided below pertaining to the use of **NEWSBANK** at Wilson.

During the period September-October 1989, a media use reporting period of 32 days, 320 **NEWSBANK** computer searches were conducted, primarily by students, averaging 10 searches per day. No data were provided beyond the October-September 1989 time period.

Based on limited data from the Wilson Senior High School pilot site, **NEWSBANK** appears to have received a great deal of use. Neither the implementation process nor the full impact of **NEWSBANK** can be determined at this time due to inability to receive procured items early during the 1989-90 school year.

Recommendations

So that the impact of **NEWSBANK** can be appropriately evaluated during SY 1990-91, the following recommendations are made to the program coordinator to facilitate valid program assessment:

1. Modify program description and objectives so that the outcome objective will be to assess student attitudes about and frequency of use of **NEWSBANK** throughout the school year (beginning with the student orientation sessions to **NEWSBANK** and ending just before the Spring Break).

2. Use the **NEWSBANK ELECTRONIC INDEX QUESTIONNAIRE** and Bimonthly School Library Media Center Report as the indicators of the extent of student use and attitudes about using **NEWSBANK**. This may entail some minor revision of the Bimonthly Media Center Report form.

3. Collect data on teacher use and impressions using similar appropriate types of documentation.

These recommendations will enable policymakers to look at the systematic use of **NEWSBANK** throughout the school year, not just during orientation periods, and will provide a more valid picture of program utilization.

EDUCATIONAL TECHNOLOGY: EVALUATION OF THE INSTRUCTIONAL TELEVISION FIXED SERVICE (ITFS) SYSTEM

Introduction

The INSTRUCTIONAL TELEVISION FIXED SERVICES SYSTEM (ITFS) was established to provide systematic direction and enhance the learning process through the application and use of instructional television in DCPS to support instructional, cultural and informational television. With a focus to serve students, teachers and the community at large, television-assisted instruction is delivered by means of cable television and ITFS. The focus of this program during SY 1989-90 was on (a) improved coordination, communication and integration of instructional television in support of the DCPS Competency-Based Curriculum (CBC); (b) in-service training; and (c) production of live mathematics tutorial programs for students in grades 4-12.

Nine schools were operational at the beginning of the 1989-90 school year. Four additional schools were brought on-line near the end of the second semester 1989-90.

Expected outcomes of the ITFS program were an increase in the access, awareness and use of ITV in sites where the technology was available and the improvement of student achievement.

Stated Objectives

Stated program objectives were to:

1. direct and coordinate the integration of instructional television in support of the District of Columbia Public Schools' (DCPS) Competency-Based Curriculum (CBC) with instructional, cultural and informational programming via the Cable Television and Instructional Television fixed Service (ITFS) system;

2. provide a medium for in-service training for DCPS staff through use of instructional television;

3. continue to produce and broadcast "Math Tips," a live Mathematics tutorial program for students in grades 7-12 in algebra 1, geometry and mathematics (Monday through Friday);

4. develop, produce and broadcast "Math Tips II": A live general mathematics tutorial program for students in grades 4-6 (Monday through Friday);

5. expand the ITFS program to include four additional schools;

6. select, correlate to the CBC and purchase videotapes in the areas of mathematics, science, language arts, social studies and enrichment to be broadcast on the ITFS;

7. develop, produce and disseminate a 1989-90 Cable Television Programming Guide to DCPS students, staff and the community at-large; and

8. develop, produce and disseminate a 1989-90 ITFS programming guide to teachers.

The progress report of the ITFS Program is presented below.

How SY 89-90 Funds were Spent

A budget of $279,573 was provided from Chapter 2 funds for Educational Technology during FY 1989-90. Of that amount, 99% ($277,198) was used to fund six staff positions and the remaining 1% ($2,375) was used for educational and office supplies. No direct funding was provided from Chapter 2 sources for operational expenditures for 1989-90. The ITFS Project Coordinator indicated that the program was funded from the regular DCPS budget.

Circumstances Impacting on Program Implementation

Program implementation was not dependent upon Chapter 2 funds. Only one of six Chapter 2-funded personnel positions, the program coordinator position, related directly to delivery of ITFS services.

Assessment of SY 89-90 Program Impact

Evaluation of the impact of ITV/ITFS was to be assessed through user surveys collected on a monthly basis and comparisons of grades and test scores in various subjects across school years for participating ITFS schools. Collection of user surveys was not accomplished, and comparisons of test scores were scuttled because of the indirect relationship between student achievement and ITV (since it was not a primary instructional medium). Thus, data to be used for assessing program impact was re-focused to include documentation supporting program implementation and data related to the daily viewing logs: number of teachers using ITV, percentage of teachers using ITV and number of students exposed to ITV.

The ITFS Coordinator provided staff in the Research and Evaluation Branch with a project summary and anecdotal and log data on the ITFS program for SY 1989-90 in response to specific questions.

Summaries Provided by the ITFS Coordinator

Video Evaluation/Selection Procedures. All video tapes in the ITFS collection were selected by DCPS curriculum directors in their respective disciplines and correlated with Competency-Based Curriculum objectives in science, mathematics, language arts, social studies, music, art and career education. Examples of video tape titles and their correlation with specific CBC objectives were provided as documentation of the correlation process. The ITFS Coordinator indicated that objectionable video tapes [titles] were immediately removed and returned to vendors.

ITFS Broadcast Schedule. Two television channels were used to broadcast ITV lessons simultaneously from 9:00 a.m. to 3:00 p.m. daily. Elementary lessons were broadcast on one channel and secondary level lessons on the second. This configuration allowed teachers to plan lessons around either elementary or secondary ITV programming, depending on the level of their students.

Daily Viewing Log. Correspondence was mailed from DCPS Central Administration requesting school sites with ITV access to monitor daily viewing, using log sheets provided by the ITFS Coordinator. The viewing logs provide evidence of teacher utilization patterns, frequency of use and the number of students viewing. The ITFS Coordinator wrote that data he compiled from viewing logs indicated that 14,127 students and 71 teachers utilized the televised lessons. Those numbers likely do not reflect the potential impact of ITV due to the fact that television sets were not available in every classroom at each school with ITV technology. Two schools, Shaw Junior High and Malcolm X Elementary Schools, were the only schools noted by the ITFS Coordinator that consistently maintained the Daily Viewing Log. Efforts to collect daily viewing log data varied with each site. The ITFS Coordinator indicated that sites with ITV technology in place for a longer period of time were more likely to maintain the viewing log.

ITFS Broadcast/Cable Viewing Schedule. Copies of a sample of broadcast schedules made available to schools were provided as documentation of this objective. The Cable Viewing Schedule was observed on D.C. Cablevision where it is repeated periodically on the cable viewing guide channel and channel 48 during times that no programming was being aired.

In-Service Training. Orientation sessions related to ITFS, viewing guides, schedules and viewing logs were conducted at the

beginning of the school year for all ITFS schools with follow-up workshops as needed.

Programming/Production. "Math Tips" was produced and broadcast during SY 1989-90 as evidenced by the viewing guides and observation of the program on television.

Additional ITFS Schools Added. Four additional ITFS schools were set up during the Spring semester of SY 1989-90.

Feedback from Users. During May 1990, the ITFS Coordinator elicited feedback from ITFS Site Coordinators and teachers on actions/activities that could improve service delivery for SY 1990-91. Feedback from Malcolm X, Brookland, Ft. Lincoln, Sharpe Health, Watkins and Shaw was provided as samples for review of this objective.

Program Impact in Two Existing Pilot Sites

Data from Daily Viewing Logs for two schools, Shaw and Malcolm X, were analyzed, since those two schools maintained the most complete records. Program data from these two sites are noted below:

	SHAW JUNIOR HIGH	MALCOLM X ELEMENTARY
Number of Teachers on Staff	65	27
Number of Teachers Using ITV	20	16
Percentage of Teachers Using ITV*	31%	59%
Number of Classrooms with Televisions	50	34
Number of Recorded Student Viewings of ITV	3,771	3,997
Number of Students Enrolled	1,139	625

* May be indicative of limited classroom access to ITV

The extent to which students had access to more than one ITFS/ITV program could not be determined. Thus, the actual number of new participants at each viewing session is likely much lower than the numbers reported above.

The data provided above indicated that 59% of the available teachers at Malcolm X (16 of 27) used ITFS to deliver/supplement instruction to students on a regular basis. It appears that Malcolm X teachers had greater access to television at their school site (34 television sets for 27 teachers). At Shaw, 50 televisions sets were available for use by 65 teachers. Of the 65, 20 teachers used ITFS on a regular basis (31%).

In summarizing and analyzing those findings, noted again is the fact that ITFS operations were funded from the regular school system budget and that only one of six Chapter 2-funded personnel positions was directly related to delivering ITFS.

Recommendations

The following recommendations are made pertaining to the ITFS program based on limited data previously summarized:

1. Chapter 2 funds should only be used to provide personnel, materials and equipment support directly related to the delivery of the ITFS program.

2. A management audit is recommended, to be conducted by the DCPS Internal Audits Branch during SY 1990-91, to determine the extent to which Chapter 2 funds have been used to implement the goals and objectives of ITFS programs and services.

3. The Division of Curriculum and Educational Technology and the Divisions of Elementary Education (A & B), Junior and Senior high Schools, and Special Populations should work cooperatively to secure the Daily Viewing Log on a regular basis, since data from those logs are the only clear indicator of ITFS use and the number of students served.

These recommendations will provide DCPS policymakers with the information needed to link Chapter 2 LEA funds allocated for specific program purposes to what is actually needed for program delivery.

GIFTED/TALENTED EDUCATION PROGRAM

Introduction

The Chapter 2-funded component of the Gifted/Talented Education Program was designed during SY 1989-90 to coordinate systemwide gifted/talented efforts at the junior high school level. At each junior high school, 10% of the student population surfaced as the top students as a result of a screening process. The specific academic focus of each project determined which assessment instrument, checklist, or test score would be used to identify program participants. Program implementation was to involve the selection and placement of students in particular programs, training for instructional staff, and the involvement of parents. An expected outcome of the program was that students would contribute to the improvement of school climate at their local school. Evaluation was to involve pre- and post-tests and evaluations by parents, teachers and administrators. The progress report of the Gifted/Talented Education Program is presented below.

Stated Objectives

Stated program objectives were to:

1. build and maintain a broad-based awareness of the special needs of gifted/talented students,

2. refine the identification process of the potentially gifted/talented students,

3. provide comprehensive training for gifted/talented education personnel that develops expertise in meeting the educational needs of gifted/talented students,

4. develop city-wide programs which accommodate the learning styles and special needs of identified gifted/talented students, and

5. provide for systematic involvement of parents.

How SY 89-90 Funds were Spent

A budget of $91,834 was allocated from Chapter 2 funds for the Gifted/Talented Education Program for School Year 1989-90, all of which was to be spent for other than personnel services, including $50,000 (54%) for educational materials, $20,000 (22%) for out-of-state travel, $8,834 (10%) for grants and gratuities, $5,000 (5%) for printing and duplicating, $5,000 (5%) for

contractual services, and $3,000 (4%) for local travel. No Chapter 2 funds allocated to this program were spent on personnel services or benefits.

Circumstances Impacting on Program Implementation

Modifications were made to program objectives as SY 1989-90 progressed. The six program objectives were condensed to three:

1. Develop and implement appropriate services for gifted/talented students within all local school programs.

2. Provide on-going training programs for professionals and lay persons which will develop expertise in meeting the educational needs of the gifted/talented and the commitment to such programs.

3. Promote a broad-based awareness of the special needs of the gifted and talented and build/maintain a commitment throughout the school system and community to develop an educational program which meets these needs.

According to the report submitted by the Supervising Director for Gifted/Talented Education Programs, the operation plan continued to focus on the junior high schools. Instead of funding four individual high schools at $25,000 each, additional junior high schools and some senior high schools were program participants. Funding efforts for all of the Gifted/Talented Education-Public/Private Partnership Programs (PPP) were utilized, focusing on the junior high school level. In-service training of teachers and other program activities were participated in by junior high school teachers.

Assessment of SY 89-90 Program Impact

Evaluation of the Chapter 2 component of the Gifted/ Talented Education Program, according to the original program plan, was to have involved pre- and post-testing and evaluative data from parents, teachers and administrators. No data were provided indicative of pre- and post-testing or evaluation by parents, teachers and administrators. The Director of the Gifted/Talented Education Program provided the following summaries of accomplishments for the junior and senior high school program student participants, teachers and parents served during SY 1989-90:

1. An Administrative Seminar - Informed administrators of the services available through the Gifted/Talented Education Program (2/14/90); Seventy-two administrators attended.

2. Eighty-five students attended accelerated courses in the humanities, mathematics, and/or science as a result of participation in the yearly nationwide search for academically talented seventh grade students conducted by the Johns Hopkins University's Center for Academically Talented Youth (CTY); Fifty-three students qualified to participate in the Hopkins program. Twenty-one students received scholarships that covered tuition and books for the six-week program. The Gifted/Talented Education Program provided transportation to and from the Baltimore campus.

Name of School	Number of Students
MacFarland	5
Hardy	13
Jefferson	20
Fort Lincoln	6
Hart	4
Deal	20
C. G. Woodson	7
Rabaut	2
Friendship	1
Taft	2
Francis	1
Eliot	1
Kelly Miller	3

3. Three courses for Teachers have been offered SY 1989-90 through the University of the District of Columbia (UDC) Extended Saturday Academy. The courses have been taken by teachers from the following junior high schools. The numbers are indicative of the teachers in attendance.

Name of School	Number of Teachers
Fletcher/Johnson	1
Deal	1
Friendship	3
Garnet/Patterson	2
Hine	2
Kramer	1
Evans	1
Lincoln	1
Hart	1

Name of School	Number of Teachers
Paul	1
Hardy Middle	1

4. The Odyssey of the Mind (OM) is an annual international creative problem-solving competition among students in kindergarten through college. The purpose is to foster the development of creative thinking and creative problem-solving skills among young people. The following schools registered 23 teams for the OM Competition (Some schools have more than one team.):

   Kelly Miller, Friendship, Hine, Evans, Garnet Patterson, Fletcher-Johnson, Langley, Johnson, Hart, Browne, Douglass, Roger, Sousa, Lincoln, Rabaut, C.G. Woodson, Taft, Backus and Paul.

5. The following schools have received mini-grants:

Name of School	Mini-grant
Friendship	$1,000
Hine	$1,000
Evans	$1,000
Garnet Patterson	$1,000
Fletcher/Johnson	$1,400
Johnson	$1,000
Hart	$1,000
Browne	$2,000
Douglass	$2,000
Sousa	$1,400
Lincoln	$2,000
Rabaut	$1,400
C. G. Woodson	$2,000
Taft	$4,566
Backus	$2,000
Deal	$270
MacFarland	$1,000
Eliot	$1,000
Brookland	$1,000
Sharpe Health School	$1,000.

When SY 1988-1989 accounts are cleared up the following amounts will be available:

Kelly Miller	$2,000
Langley	$1,400
Paul	$1,400
Stuart Hobson	$1,400

6. Students experience theater by reading the novel that serves as the basis for the play, using the study guides provided by Arena Stage Personnel; attending the performance at Arena; and interacting with performers. The following schools participated in the Arena Stage Project (A Midsummer Night's Dream).

   Jefferson
   Brent

7. A parent meeting was held at the District Building on November 16, 1990. Ms. Doris McNeely Johnson, Assistant Professor of Psychology, University of the District of Columbia and Radio Show Host, was the guest speaker. Approximately 100 parents attended.

8. Mini-grants for use in recruiting eighth- and ninth-grade students for participation in eight Public/Private Partnership Programs have been provided to high schools.

Program Impact in an Existing Pilot Site

A summary of activities and participation provided by the Director of the Gifted/Talented Education Program during SY 1989-90 indicated the following levels of participation: 1,490 students in ten workshops; 285 teachers in nine workshops; and 100 parents in one workshop. The extent to which individuals participated in more than one workshop could not be determined. Thus, the actual number of new participants at each workshop activity is likely much lower than the numbers reported above. No data indicative of program impact were provided.

Recommendations

The following recommendations are made pertaining to the Gifted/Talented Education Program based on limited data summarized above:

1. Program objectives should be directly linked to measurable outcomes so that program impact can be more accurately evaluated. The question, "What impact have funds expended for this program had on student achievement or attitudes?" cannot be answered. The effectiveness of the program cannot be assessed based on data provided or the objectives outlined.

2. A thorough, comprehensive evaluation of the Gifted/Talented Education Program needs to be conducted so that the selection of students and delivery of program services can be assessed and program efficacy determined. One efficacy question to be answered is, "How are participants in the Gifted/Talented Education Program different from non-participants?"

   The Chapter 2 component of the evaluation should be overseen by staff in the DCPS Research and Evaluation Branch with input from the Assistant Superintendent for the Division of Curriculum and Educational Technology, the Director of the Gifted/Talented Education Program and the Director of the Chapter 2 LEA unit.

3. A more in-depth study is recommended, to be conducted by an external evaluation source approved by the Assistant Superintendent for the Division of Curriculum and Educational Technology with input from the Directors of the Gifted/Talented Education Program and Research and Evaluation Branch. Where possible, the internal and external evaluation effort should be collaborative. This evaluation oversight team should be involved in developing the evaluation design and generating recommendations for action based on findings from the completed studies. These evaluation activities should be funded from appropriations to the Research and Evaluation Branch for evaluation of Chapter 2 LEA programs and evaluation funds made available to the Gifted/Talented Education Program (the latter funding for the study to be conducted by an external expert).

These recommendations will enable DCPS policymakers to take a needed, long look at the efficacy of the Gifted/Talented Education Programs in DCPS, using an objective, stakeholder-based approach.